

Rivera Middle School

7200 Citronell Ave • Pico Rivera, CA 90660 • 562-801-5088 • Grades 6-8

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



El Rancho Unified School District

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District Governing Board

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Principal's Message

Welcome to Rivera Middle School's School Accountability Report Card. I am very proud to have been given the honor of being Rivera Middle School's principal. I am dedicated to making this school a place that is good for kids. Because of everyone's hard work, we have been recognized as a California Distinguished School. We are very proud of our students' accomplishments and look forward to many more.

Rivera Middle School has made the following commitment:

- We will not let students off the hook for failing to learn
- We will make students do what is necessary to succeed
- We will not give students the easy way out
- We will give students extra time and support

Our focus is on what students have learned. We provide a variety of experiences that are well planned and articulated to give all students the opportunity to develop their skills to the fullest. We are proud of the fact that we have one of the highest success rates of students taking and scoring proficient on the California Standards Test in algebra and geometry.

At Rivera, we are solution oriented. We believe everyone is part of making this school a good place for kids. Everyone can come in and address concerns and suggest solutions to make our school a place where children come first. With the assistance of parents, teachers, staff, and students, we provide a safe learning environment that promotes success in all curricular and extracurricular programs.

Our goal is to prepare our students for success in a complex society. This requires dedication to being the best we can be. We provide a challenging curriculum based on the State Standards, teachers who are dedicated to improving the profession, and administrative staff that is focused on supporting the learning community.

Dr. Yvette Ventura- Rincon, Principal

District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

School Mission Statement

The mission of Rivera Middle School is to provide an educational environment that enhances the ability of all students. While creating a partnership with our community we can guide, direct, and support our students by creating:

- Effective and engaging learning environments
- Achievement for all to promote growth and success in this new age of technology
- Goal-oriented learning as set forth by the California State Standards
- Lifelong learners that can meet the challenges of a constantly changing global community
- Equity for all students
- Self-esteem, self-confidence, socially accepted behavior, and a safe environment

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 562-801-5088 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	282
Grade 7	247
Grade 8	250
Total Enrollment	779

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	0.4
Hispanic or Latino	98.2
White	0.8
Socioeconomically Disadvantaged	83.7
English Learners	19.8
Students with Disabilities	13.1
Foster Youth	2.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Rivera Middle School	13-14	14-15	15-16
With Full Credential	28	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	3	4	4
El Rancho Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	347
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School

Rivera Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.0	3.1
Districtwide		
All Schools	96.0	4.0
High-Poverty Schools	96.0	4.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 Timeless Voices, Prentice Hall (7-8) 2009 Timeless Themes, Prentice Hall (7-8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Standards-Driven Mathematics, CGP (6-7) 2010 Algebra I (Algebra Connections), CPM (8) 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6) 2009 Focus on Life Science California Edition, Glencoe/McGraw-Hill (7) 2009 Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History: Ancient Civilization, McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, McDougal Littell (7) 2009 Creating America: Beginning through World War I, McDougal Littell (8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	High Point, Hampton-Brown (6-8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Rivera Middle School provides a safe, attractive campus that meets the needs of students and staff. Campus safety is a must. Administration, teachers, and staff continuously monitor student behavior and discipline. Teachers are assigned supervision both before school and after school.

Teachers also make it a practice to line students up at the door prior to the beginning of each period, ensuring supervision between class periods. The administrative staff makes it a practice to be out between class periods to monitor student movement.

Two school safety officers monitor student safety during lunch. The school is open at 7am which allows parents to drop off students early. An open-door policy exists in the office to enable students to resolve conflicts prior to them becoming real problems.

The school presently contains 38 classrooms, two gymnasiums, a large dual-use athletic field, a library with approximately 10,120 books, and five computers. All classrooms and buildings have Internet access and possess at least one computer, with most classrooms having two or more. The school has one iPad mobile cart, two HP Carts and five Chrome carts. Most classrooms have been made handicap accessible.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/28/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Fix sinks by 12/31/15 Fix broken drinking fountain by 12/31/15
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	37	35	44
Math	20	22	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	70	60	51	52	51	42	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.90	23.10	42.10

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	42
All Student at the School	51
Male	56
Female	46
Asian	--
Filipino	--
Hispanic or Latino	51
White	--
Socioeconomically Disadvantaged	--
English Learners	14
Students with Disabilities	48
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	275	273	99.3	31	32	31	6
	7	243	243	100.0	37	32	27	3
	8	249	248	99.6	24	31	38	6
Male	6	275	145	52.7	37	32	23	8
	7	243	130	53.5	42	31	24	2
	8	249	149	59.8	31	31	34	4
Female	6	275	128	46.5	24	32	39	5
	7	243	113	46.5	32	34	31	4
	8	249	99	39.8	13	32	44	10
Black or African American	6	275	1	0.4	--	--	--	--
Asian	8	249	3	1.2	--	--	--	--
Filipino	6	275	1	0.4	--	--	--	--
	8	249	2	0.8	--	--	--	--
Hispanic or Latino	6	275	267	97.1	30	32	31	6
	7	243	242	99.6	38	32	27	2
	8	249	242	97.2	24	31	38	7
White	6	275	4	1.5	--	--	--	--
	7	243	1	0.4	--	--	--	--
	8	249	1	0.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	6	275	230	83.6	33	32	30	5
	7	243	204	84.0	41	32	24	2
	8	249	198	79.5	28	31	36	5
Students with Disabilities	6	275	44	16.0	75	20	2	2
	7	243	28	11.5	82	14	4	0
	8	249	29	11.6	83	10	7	0
Students Receiving Migrant Education Services	7	243	1	0.4	--	--	--	--
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	275	273	99.3	48	33	13	5
	7	243	241	99.2	49	28	15	7
	8	249	247	99.2	48	29	11	11
Male	6	275	145	52.7	49	32	10	7
	7	243	128	52.7	50	27	16	6
	8	249	148	59.4	51	28	11	8
Female	6	275	128	46.5	48	33	16	3
	7	243	113	46.5	49	30	13	7
	8	249	99	39.8	43	29	12	14
Black or African American	6	275	1	0.4	--	--	--	--
Asian	8	249	3	1.2	--	--	--	--
Filipino	6	275	1	0.4	--	--	--	--
	8	249	2	0.8	--	--	--	--
Hispanic or Latino	6	275	267	97.1	48	33	13	5
	7	243	240	98.8	50	28	15	7
	8	249	241	96.8	48	29	11	10
White	6	275	4	1.5	--	--	--	--
	7	243	1	0.4	--	--	--	--
	8	249	1	0.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	6	275	230	83.6	50	31	14	4
	7	243	204	84.0	51	29	13	6
	8	249	197	79.1	52	27	11	8
Students with Disabilities	6	275	44	16.0	86	7	2	2
	7	243	28	11.5	89	7	4	0
	8	249	29	11.6	90	3	0	3
Students Receiving Migrant Education Services	7	243	1	0.4	--	--	--	--
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent and community involvement are sought in all of our activities. Our school has an open-door policy where parents may meet with the administration to discuss any issues. Along with this policy, the School Site Council (SSC) meet on the first Monday of the month at 5:00 p.m. in the Rivera Middle School Library. Our Parent-Teacher Organization (PTO) meets the first Monday of each month and is a great asset on site. The community has, through generous donations, supported our activities with funds and materials. In the Minder-Binder, we publish a yearly calendar listing the activities and meetings that are planned for the school year. Our school marquee posts scheduled activities. Rivera Middle School also has a Facebook page, Twitter account and the Rivera Middle School Web Page that provided updated information to parents and the community. In addition, a monthly email goes out to parents with information and resources. Parents have access to the parent portal that provides them with updated information on their child such as grades and attendance. Parents also have the opportunity to participate in Parent workshops such as the HOT and ERUSD workshops.

For more information on how to become involved in the Parent-Teacher Organization, please Principal Dr. Ventura- Rincon at (562) 801-5088.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The School Safety Plan is reviewed and updated biannually. The most recent review was in September 2015. The School Safety Plan has been standardized with the District Standard Emergency Management System (SEMS) plan and includes most possible scenarios related to school safety. Earthquake and fire drills are conducted regularly to prepare all students and staff. To assure effective preparedness in case of an emergency, staff members review each drill. The school maintains disaster emergency supplies.

Rivera Middle School is a secured campus. All visitors must enter and exit via the front school office. School staff supervises the playgrounds. In addition, District police units are available to further assure the safety of children before, during, and after school. We strive to ensure Rivera Middle School is a safe and conducive environment for learning.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	8.55	7.08	6.92
Expulsions Rate	0.23	0.24	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.69	4.36	4.04
Expulsions Rate	0.03	0.18	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	61.5	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	28	25	23	5	6	9	11	15	15	8	2	1
Math	27	28	14	5	4	3	13	15	1	4	2	
Science	28	25	24	3	2	9	11	19	11	7		1
SS	28	28	28	5	1	2	9	22	14	10	1	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.40
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.6
Social Worker	
Nurse	0.468
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	390

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,130	\$42,315
Mid-Range Teacher Salary	\$63,860	\$66,451
Highest Teacher Salary	\$81,231	\$85,603
Average Principal Salary (ES)	\$105,444	\$105,079
Average Principal Salary (MS)	\$104,056	\$111,005
Average Principal Salary (HS)	\$121,608	\$121,310
Superintendent Salary	\$198,996	\$189,899
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, and Science Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,081	\$194	\$3,887	\$70,102
District	♦	♦	\$1,536	\$69,720
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			153.1	0.1
Percent Difference: School Site/ State			-46.3	0.4

* Cells with ♦ do not require data.